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ABSTRACT

The Texas Academic Skills Program (TASP) assessment of basic skills for college was mandated by the Texas legislature in 1987. Students in Texas public colleges and universities that fail a section of the test--reading, writing, or mathematics--must attend remedial courses until they can pass all sections. They may not enter upper division courses until these standards are met. In 1989 nearly 8,000 college and high school students participated in the first administration of the TASP. Despite predictions of high failure rates based on the experience of Florida State, 81% of students passed all sections of the test, including 87% of Anglos, 59% of Blacks, and 69% of Hispanics. The results triggered a research project to track the success rates of minority students. This report presents statistics on 14 administrations of the TASP at Texas Tech University during 1989-1991. Results are broken down by administration date, subject, gender, and ethnic group (Anglo, Black, Hispanic, and other). Highlights include: (1) failure rates in reading were very low; (2) females in all ethnic groups had highest failure rates in mathematics, while males in all ethnic groups had highest failure rates in writing; and (3) Hispanic male freshman scored higher than their female counterparts, while the opposite was true for Black students. This document contains descriptive data tables and 12 references. (SV)

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MULTI-CULTURAL STUDENT PERFORMANCE IN THE TEXAS ACADEMIC SKILLS PROGRAM: THE SECOND YEAR AT TEXAS TECH UNIVERSITY

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Texas Tech University

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Don Garnett

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MULTI-CULTURAL STUDENT PERFORMANCE IN THE TEXAS ACADEMIC SKILLS PROGRAM: THE SECOND YEAR AT TEXAS TECH UNIVERSITY

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The Texas Academic Skills Program Test was administered five times during 1990. Of the 109,916 students taking the test, 78,754 (71.1%) were enrolled in Texas public colleges and universities. Among the 38,839 who were enrolled in public senior universities, 23,668 were Anglo, 3,895 were Black, 8,720 were Hispanic, and 2,005 were of other ethnic origin. Among the 40,466 students enrolled in public community colleges and technical institutes, 26,277 were Anglo, 3,283 were Black, 8,266 were Hispanic, and 2,025 were of other ethnic origin (TASP Summary Test Results By Institution 1990).

At a testing cost of $24 each, the initial annual outlay by the students and their parents is over $2,600,000. Remediation costs total $100 million and follow-up testing will be over another half-million dollars per year. What are Texans and their institutions getting for this investment? We get information in at least five areas.

1. Early on, we are getting general information related to student performance in three areas, reading, writing and mathematics, which are deemed to be of importance to success in a college. These are basic skills about which much will be written in ensuing years.

2. We are identifying students who need developmental help to be able to perform at the collegiate level.
3. We are getting information on levels of performance by a number of cross-sections. One partially disguised set of information will relate to performance of high schools. High schools will have, we hope, opportunity of measuring the relative performance of their students against total pass rates on the TASP test.
4. Institutions of higher education will be able to make some assessment of the quality of their students in relation to to pass rates on the tests at other institutions. Some will say this is unfair, but these comparisons will be made.
5. The persistence rates of students through course-based and non-course skills development programs and on to graduation will be one indicator of the multi-cultural response of the institution to student needs.
6. Colleges and Universities will develop more extensive developmental/remedial programs as a result of such a testing program. These will entail additional costs to the state, and in some cases to students whose time in college is extended by virtue of the remediation programs which they must undergo. The hope is that those additional costs will be offset by higher levels of productivity of students, greater retention and, ultimately, a higher level of education of the citizenry of the State of Texas.
7. By law, academic advising and remedial programs will be evaluated annually.

These are laudable aims, but here are some pitfalls before their realization. One of those are the possible biases which may be inferred from the testing program. This paper provides preliminary findings on the tests given to date, particularly as related to performance of minorities.

First Results

On March 4, 1989, nearly eight thousand college and high school students braved near zero temperatures over much of Texas to participate in the long awaited first administration of the Texas Academic Skills Program (TASP) assessment of basic skills for college.

TASP has been controversial since it was passed by the Texas Legislation in 1987. Education officials had predicted that half of all students would fail portions of the test. Projected failure rates were higher for minority students: reading - 72% of the blacks and 59% of the Hispanics; mathematics, 74% of the blacks and 63% of the Hispanics; and writing, 59% of the blacks and 67% of the Hispanics.

On March 24, the Texas Higher Education Coordinating Board released the initial report on the March 4 exam. Surprisingly, 81% of all students passed all three sections of the test: 87% Anglos; 59% blacks; and 69% Hispanics.

Although most of those who took the March 4 test were college students majoring in education who had previously failed at least one portion of the Texas Pre-Professional Skills Test (PPST), the success rate of minorities (approximately twice that of PPST) appeared significant.

The results triggered a research project to track the success rates of minority students statewide and at Texas Tech University

specifically. The research will test the hypothesis that minority students perform better on power type diagnostic tests such as TASP than on a time-test such as SAT or ACT. The research relates to a longitudinal study of minority assessment, advisement, placement, remediation, and evaluation as required by the Texas Academic Skills Program.

The research on the tests through the first two years has turned up some interesting differences as related to ethnicity and gender on the three parts of the examination. More about that in a few minutes.

Other Tests and Ethnicity

Let's look for a few moments at testing programs elsewhere. In Florida, for example, there is a statewide standardized test for placement. Some, including Robert McCabe (1988) of Miami Dade Community College, are concerned that the placement test is not tied to curriculum and cannot be institutional specific. Florida also has a rising junior test called the College Level Academic Skills Test or CLAST. According to McCabe, the CLAST is having a particularly devastating impact on minorities. The number of minorities proceeding to upper division in Florida is said to be in sharp decline and Miami Dade Institutional Data suggests that many of those could be successful. In his address to AAHE, McCabe chastised at least two institutions in Florida that were screening students before they took the CLAST. The institutions screen out those whom they were convinced would not pass the test so the institutional rank would look better. Surely this is one aspect of testing that we will not import to Texas. McCabe notes that if the goal for education is to be more successful in meeting the needs of society, then the aim will be in conflict with simply reducing the

number of students admitted by screening out the less than well prepared.

Eileen O'Brien (1989) noted that the proportion of black men attending college suffered the largest decline of all racial and gender groups from 1976-86. She drew her conclusions from the American Council on Education's 7th Report on minorities in higher education. While the high school completion rates for blacks and Hispanics are up, there is a contrasting decrease in college participation for these groups. High school completions for blacks rose from 67.5% in 1976 to 76.4% in 1986. Hispanics increased from 55.6% completion to 59.9% completion over the ten year period. Yet black men dropped from 4.3% of college enrollments to 3.5% during the same period.

Gender differences were significant throughout the ACE report. Interestingly enough, our current research also notes some gender differences in relation to the TASP. It also seems significant that Hispanics represented 35.8% of the 18 to 24 year old "enrolled in college" group in 1976 and only 29.4% in 1986. There are many social and economic indicators which relate to this decrement, but assessments such as the TASP are a part of the total environment.

The TASP is not the only test to raise questions related to minority performance. The AACSB standards for college and university business schools are said by some including Charles Farrell (1989) to deter minority participation. The GMAT, used for business school admission at Texas Tech, is criticized because blacks historically don't fare well on such tests. Also, the higher than average GPA requirements of business administration schools tend to limit access for minority groups. Those who enter with skill deficiencies may complete the first

two years of college, but their GPAs are not sufficient to enter many business programs.

Comparison of performance on traditional timed-type tests may be shown by information from the American College Testing program (ACT 1988). This information shows a four year performance rate for each ethnic group. It is obvious from the average score results that there has been increase in performance on the part of black and Hispanic students. It is equally obvious that the performance of these groups tends to continue to be much less than that of the white counterparts on the ACT. The one minority group which exceeds the majority population is that of the Asian-American/Pacific Islander group whose scores have risen steadily and surpassed the majority population in 1987. No comparative scores are provided for the SAT, but it is expected that similar performance would have pertained.

Differences in the TASP

Scores on ACT and SAT don't necessarily correspond, however, to scores on the TASP. There are significant reasons for this difference. First, the traditional tests are timed and were normed in a somewhat different way. The TASP is a power assessment of basic skills in contrast to content-specific timed tests. An individual may take up to five hours for any one portion. Within the five hour block allowed, students may take any of the three tests in any order, allocating their time as needed. At approximately half of the 117 test sites for the March 4, 1989 test, the length of examinee time for taking the test was recorded. At those sites over 1100 examinees stayed in the testing room for five hours (TEA 1987). An additional factor is provision of The Official TASP Study Guide. This study guide includes a practice test and

writing samples. Of the nearly 7,800 individuals who took the first TASP test, almost half bought the study guide. Sales have continued strong through the first two years of this program. Study and preparation may have made a difference in performance. There is no ethnic or gender data available in relation to purchase of those study guides.

While the TASP test is basically untimed, it is not a scaled test, that is to say it does not necessarily move from easier to more difficult questions. By having more time, students may move through the tests answering those which they know and then coming back to spend time with those which take more study.

The fact that tests may be taken in individual sections seems to have been helpful, especially for students with learning disabilities for whom additional time is compensatory. It is possible, of course, that purchase of study guides and payment for repeated testings will mitigate against those students who are less able to pay because those kinds of costs typically are not included in scholarships and other financial aid. State provided waivers are available for those unable to pay for the test.

Part of the interest in performance has to do with persistence. When one looks at the published total head count enrollment for Texas public universities in fall 1987, the breakout registers 7.8% black and 12.2% Hispanic enrollment. In that same year, however, the representation in the freshmen class was 10.6% black and 16% Hispanic. The loss rate for these two groups undoubtedly is greater than that of the other groups or the percentage of freshmen would pertain throughout the higher classification as well. Demographic information

for Texas entering students by ethnicity for fall 1989 indicates 10.9% black and 17.5% Hispanic.

Comparative Results

We know that too many of today's students lack a solid academic foundation. This is especially true of minority students. Fleming (1988) observes: *Many of the black students see preparation for college as a major problem. According to Boyd (1974), 71 percent of his sample report that, given another chance, they would prepare differently to eliminate deficiencies in their high school course work, especially in math, science, and English.*. Poor preparation affects all schools. Helen Astin (1987), of UCLA, notes that although they admit only the top twelve percent of graduating high school seniors, half of their new freshmen are placed in non-credit remedial mathematics and English courses. In another national study, it was estimated that 15% of all freshmen in some 250 institutions now attend at least one remedial class in English or mathematics. While stressing writing, a number of programs recognize the importance and necessity for improved oral communication as well. And language means much more than just use of words as tools. Words represent a shared knowledge of culture. Justiz and Rendon (1989) indicate that *Hispanics have experienced psychological and linguistic deficiencies such as feelings of alienation, lack of motivation, distrust of institutional infrastructure, and inability to communicate ideas orally and in writing. Typical of this group are low college entrance examination scores, poor writing and speaking skills, content deficiencies, weak study habits, poor self-images, diffuse goals, and unsuccessful learning experiences* (Cohen,

1980; de los Santos, 1980; Rendon, 1982). As Hirsch (1987) has stated, true language literacy is achieved only through cultural literacy. This may make an added burden on those who come to the university with only minority cultural experiences.

Now, finally, let's look at the performance of students on the TASP test which have been given to date. I will use a transparency which I would like to cover by parts.

For the students enrolled in public senior universities, 77.3% passed all sections attempted. Performance by ethnic groups showed that 86.2% of Anglo, 57.6% of Black, 64.5% of Hispanic, and 68.6% of the other ethnic students passed all sections of the test they attempted.

Performance for students enrolled in public community colleges and technical institutes revealed that 60.6% passed all sections of the test they attempted. Results for ethnic groups reveal that 68.9% of the Anglo, 34% of the Black, 48.6% of the Hispanic, and 48% of the other ethnic origin students passed all sections of the test attempted. (TASP Summary of Test Results by Institution 1990).

Overall passing rates through the first two years compares as follows: 81.8% (82% 1990) for Anglo, 49.1% (51%) for Black, and 62.6% (62%) for Hispanic.

The Texas Tech University comparison rates are included so you can see that we exceed the state averages, but follow the same pattern throughout. The total pass rate for the university was 84.2%, which exceeded our original expectations. In 1990, the overall passing rate dropped to 78.4% for Texas Tech.

To illustrate the complexity of tracking the TASP, let's look at a bit more detail at Texas Tech. A search of nearly 163,000 names in the

FROM THE STUDENT RECORD SYSTEM (all who have passed, incl. retests)

Texas Tech University TASP Performance Summary (by sex, ethnic)

The table below summarizes the current TASP status of all students in our computerized student record system (162,904 total).

	Black			Hispanic			White			Other			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
			3.2%			10.6%			84.0%			2.2%			100.0%
Test Taken	151	168	319	516	529	1,045	3,770	5,018	8,288	128	85	213	4,565	5,300	9,865
Test Passed	109	130	239	425	426	851	3,477	4,752	7,729	100	79	179	4,111	4,887	8,998
% Passed	*72.2*	*77.4*	*74.9*	*82.4*	*80.5*	*81.4*	*92.2*	*94.7*	*93.3*	*78.1*	*92.9*	*84.0*	*90.1*	*92.2*	*91.2*
EXEMPT*	1,588	1,412	3,000	3,743	3,004	6,747	52,294	47,900	100,194	5,819	5,014	10,833	63,444	57,330	120,774
Not Tested*	774	869	1,643	1,731	1,556	3,287	11,762	11,961	23,723	1,469	1,545	3,014	15,736	15,931	31,667
			9.2%			22.4%			64.5%			3.9%			100.0%
Failed (any)	42	38	80	91	103	194	293	266	559	28	6	34	454	413	867
- Reading	3	2	5	12	13	25	18	33	51	4	0	4	37	48	85
- Math	10	18	28	16	36	52	63	132	195	1	0	1	90	186	276
- Writing	14	6	20	29	17	46	134	42	176	11	1	12	188	66	254
- R & W	1	1	2	10	5	15	23	10	33	10	3	13	44	19	63
- R & M	2	3	5	4	5	9	13	16	29	0	1	1	19	25	44
- M & W	7	3	10	7	11	18	23	19	42	0	0	0	37	33	70
- R, W & M	5	5	10	13	16	29	19	14	33	2	1	3	39	36	75

* The bulk of students "exempt" and "not tested" were formerly admitted students coded based on recorded hours earned on September 1, 1989. The most recent semester ended with only 236 enrolled students who had not tested, of which only 66 had earned 9 or more semester credit hours (ineleigible to continue).

FROM THE HECB PUBLISHED DATA (all who pass/Fail 1st attempt)

TEXAS TECH TASP Test Results (by ethnic category)

fms 5/24/91

		TOTAL		ANGLO		BLACK		HISPANIC		OTHER	
		TEST	% PASS	TEST	% PASS	TEST	% PASS	TEST	% PASS	TEST	% PASS
READING											
1989	TEXAS TECH	1,513	96.4	1,284	96.9	68	89.7	161	95.0		
	TEXAS	53,895	91.9	36,612	95.5	3,792	78.6	10,773	85.7		
1990	TEXAS TECH	2,277	91.6	1,500	96.4	190	82.1	472	*80.9*	85	88.2
	TEXAS	104,755	90.3	69,551	94.7	8,660	76.5	20,733	*83.3*	4,993	82.9
MATH											
1989	TEXAS TECH	1,513	93.2	1,284	94.3	68	77.9	161	90.7		
	TEXAS	54,023	84.6	36,736	89.2	3,811	62.6	10,758	76.8		
1990	TEXAS TECH	2,372	86.5	1,544	91.3	207	73.4	506	76.9	81	91.4
	TEXAS	105,632	83.4	70,100	87.9	8,839	62.8	20,924	75.4	4,935	91.3
WRITING											
1989	TEXAS TECH	1,513	89.6	1,284	90.9	68	73.5	161	85.7		
	TEXAS	53,878	84.8	36,817	90.1	3,749	66.1	10,601	75.3		
1990	TEXAS TECH	2,375	87.9	1,560	93.5	191	72.3	501	79.2	90	75.6
	TEXAS	105,935	84.2	70,278	90.2	8,793	67.3	21,007	74.6	5,030	73.1
ALL SECTIONS ATTEMPTED											
1989	TEXAS TECH	1,511	84.2	1,282	86.2	68	58.8	161	78.9		
	TEXAS										
1990	TEXAS TECH	2,612	78.4	1,690	86.0	225	60.0	566	65.0	95	69.5
	TEXAS	109,916	74.3	72,314	81.7	9,310	51.1	22,186	61.9	5,236	68.1

Student Record System indicates 120,774 are exempt (with three or more hours credit prior to the fall of 1989). 31,667 are coded "N" meaning that they have no scores in our system (most of these were admitted prior to fall of 1989 but never earned hours), and 9,865 who have taken the TASP test. Of those who tested (and in some cases retested), 91.2% have now passed all sections of the test. To understand the extent of the remediation problem at Tech, we can look at a total of 867 who currently have failing scores in one or more areas of the test (see chart, 80 are black, 194 Hispanic, 559 Anglo, and 34 "other"). Under Texas law, each must be in a course or non course program of remediation every semester until standards have been met in all three areas. Students must pass all areas before reaching 60 hours cumulative or be limited to lower division courses. The chart also reveals that females of all races at Texas Tech have difficulty with mathematics at almost a 2:1 ratio while males of all races have greater difficulty with writing. While the percentages passing for blacks (74.9%) and Hispanics (81.4%) are lower that we would wish, they are not as dramatic as earlier predicted.

Comparing two years testing statewide with Texas Tech, in reading we can observe that overall passing rates in all subsections of the test are lower. This is understandable when we realize that the numbers tested almost doubled the second year. One encouraging note for black students is the fact that with about 57% increase in the numbers taking the test, scores in math and writing show slight improvements while reading scores were almost 2% lower. As could have been predicted for any four-year selective admissions institution, passing scores for all races are higher than the state percentages.

Although at Tech through the first two years of testing writing had consistently reflected lower percentages passing than mathematics, in 1991, math has emerged as the greater problem (see chart). Among the score reports of nearly 10,000 students, we see that Hispanic male freshmen scored higher than their female counterparts, whereas the opposite is true of black students. There were some other differences among those who were freshmen and non freshmen taking the test. Non freshmen primarily are teacher education students who took the test as sophomores or juniors planning to enter an educational degree program. Analyses of early test data indicated that Hispanic females failed mathematics 2-1 over writing. While Hispanic men failed writing 3-1 in 1989. The ratio improved to 2-1 in 1990. Unfortunately, because students re-take portions of the test several times in some instances, and because a re-take failure is not so identified in the test results, we presently have no way to sort ethnic passing rates. Nevertheless, overall, the percentages of Tech students failing math and writing have almost become equal. Reading remains the area of greatest success, a reason for concern among developmental educators in Texas. Do our high school graduates read that well or have we established a cut-off score that is too low? The second year of testing showed that the percentage of students passing reading dropped for 91.9% in 1989 to 91.5% in 1990, and to 87.3% in 1991. During the same period, Texas Tech's passing rate in reading has dropped from 94.5 to 91.2%.

What conclusions can be drawn from the internal analysis of failure by type of test? The answers are speculative, but I will still attempt some. During the first year, of the total of number who failed writing within the

Texas Tech University group, two thirds were freshmen while one third came from the group being tested prior to entry into teacher education programs. On the overall numbers, a similar size group failed mathematics. That failing group included one-third freshmen and two-thirds non freshmen. Even though the conclusion is tentative and needs additional research, it seems that writing gets "fixed" as students persist through the first two years, while math is either postponed or the requirement circumvented in some way. At least at Tech, the TASP and new core curriculum requirements should result in earlier math competency. Unfortunately, because the TASP has now replaced the Pre-Professional Skills Test that prospective teachers took previously, we are no longer going to be able to track the "non-freshmen" as a cohort. Nevertheless, students seem to be unable to progress through the first two years of college without developing appropriate writing and reading skills. As revealed by the test results we have to date, writing is the greatest problem for male freshmen.

Females who are able to stay in school seem likely carry a mathematics problem with them which historically emerged when PPST testing was given at the end of the sophomore year.

Let me run some of these numbers by again so I'm not misunderstood. First, percentages of reading failures are still so small as to be relatively insignificant. Whether this has to do with the construction of the test or whether almost all entering and second year students are able to pass a reasonable test in reading with more than 70% achievement is unknown. Nevertheless, after two years of TASP testing, reading still does not appear to be a major problem.

For whatever reason, females in all ethnic groups failed mathematics at <u>about twice that rate</u> that they failed writing. Is the

TASP Test skewed towards males or away from skills which female students have? This analysis cannot determine such a conclusion. However, there is popular folklore that mitigates against females' success in mathematics. Clearly, this seems to be an area which should receive focus in the high schools as well as in the preparatory and developmental courses at the college level. It would be interesting to see state data on this matter, and if it becomes available we will report it at a later time.

Writing, on the other hand, seems to be a larger problem for males than for females. My reasoning for this statement is that males failed the writing test at a rate of 2-1 over the mathematics test. For the total group, failure rates were similar for writing and mathematics. That may be accounted for during the first year by the higher rate of failures by females who were non freshmen. Whether freshmen are getting better in mathematics or whether they utilize the study guide more fully is also not known at this time. Almost three years of state-wide publicity concerning basic skills testing has heightened awareness and, perhaps, caused some high school students to take seriously the TASP testing requirement.

If we wish to aim for improved retention on the basis of the TASP test results we have, we appear should begin to work directly with freshmen males on writing and with females students in the area of mathematics.

Current reforms in public schools will likely begin to prepare students better in mathematics as college core requirements increasingly include College Algebra. However, without major new approaches for writing skills development, such as using networked

computer "collaborative" learning, the prospects for writing are dim. There is some evidence to suggest that public high school in Texas may be moving toward increased utilization of technology.

An observation by one of the graduate students examining TASP Test results is cogent. He said "the TASP writing test is killing the freshmen." It is obvious that students have to learn to develop writing skills or they disappear. At Texas Tech, failure on any of these areas is important to us in our general education requirements as well as the developmental education program. With our current emphasis on Writing Across the Curriculum, all students are expected to write, while it does appear that some students are able to postpone mathematics courses until later in their college career.

One important factor not addressed is the multiple test failures by single individuals. For instance, in a small sample of thirty-eight Hispanic males, there were three who failed reading, one mathematics and eight writing. This could represent as few as eight total individual failures or as many as twelve. It would seem that one who failed all three would have many more difficulties in meeting the skill requirements of a college education than those who had failed just one of the sub parts.

The Texas Academic Skills Program is more than just a test. TASP requires assessment, advisement, placement, remediation and evaluation of remediation and advising. It is a program designed to identify weaknesses and to build academic skills. The tracking of those students, minority and majority, who failed one or more parts of the test becomes a more important task at our university. By legislative fiat we're to have those students enrolled in developmental activities

Rightly or wrongly, some measure of the efficacy of those developmental activities will be allotted to the subsequent success or non success of students on the TASP when it is taken again. That is an aspect on which we will collect data and be able to provide an enlarged report at a later time.

From Natl. Evaluation Systems test result summaries @ test date

1989 - 1991 Texas Tech Performance Summary by TASP Subtest

	Reading		Mathematics		Writing	
	Tested	% Passed	Tested	% Passed	Tested	% Passed
MAR 4, '89	448	97.1	451	92.2	458	88.9
JUN 10, '89	576	97.9	589	92.0	585	91.5
JUL 29, '89	555	95.7	565	89.9	557	89.2
SEP 30, '89	716	94.4	728	89.1	718	85.2
NOV 18, '89	1,787	92.4	1,797	87.8	1,791	86.5
TECH '89	4,082	94.5	4,130	89.4	4,109	87.6
TEXAS '89	53,895	91.9	54,023	84.6	53,878	84.8
FEB 24, '90	726	92.0	741	83.8	769	87.8
APR 28, '90	1,718	91.4	1,749	86.3	1,750	86.2
JUN 30, '90	1,967	91.5	2,017	86.9	2,015	82.5
SEP 22, '90	1,346	92.5	1,368	88.7	1,416	88.0
NOV 17, '90	2,751	90.9	2,809	85.9	2,836	86.8
TECH '90	8,508	91.5	8,684	86.1	8,786	86.0
TEXAS '90	104,755	90.3	105,632	83.4	105,935	84.2
JAN 5, '91	78	93.6	77	89.6	79	93.7
FEB 16, '91	1,264	91.9	1,279	86.1	1,305	89.0
APR 20, '91	1,997	90.7	2,064	84.5	2,049	89.5
JUN 15, '91						
TECH '91	3,339	91.2	3,420	85.2	3,433	89.4
TEXAS '91	16,613	87.3	105,632	83.4	105,935	84.2
ALL TECH	15,929	92.2	16,234	86.8	16,328	87.1

Data obtained from official score reports provided by National Evaluation Systems (NES) & the T.H.E.C.B.

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TEXAS TECH TASP Test Results (by ethnic category)

fms 5/24/91

		TOTAL		ANGLO		BLACK		HISPANIC		OTHER	
		TEST	% PASS	TEST	% PASS	TEST	% PASS	TEST	% PASS	TEST	% PASS
READING											
1989	TEXAS TECH	1,513	96.4	1,284	96.9	68	89.7	161	95.0		
	TEXAS	53,895	91.9	36,612	95.5	3,792	78.6	10,773	85.7		
1990	TEXAS TECH	2,277	91.6	1,500	96.4	190	82.1	472	*80.9*	85	88.2
	TEXAS	104,755	90.3	69,551	94.7	8,660	76.5	20,733	*83.3*	4,993	82.9
MATH											
1989	TEXAS TECH	1,513	93.2	1,284	94.3	68	77.9	161	90.7		
	TEXAS	54,023	84.6	36,736	89.2	3,811	62.6	10,758	76.8		
1990	TEXAS TECH	2,372	86.5	1,544	91.3	207	73.4	506	76.9	81	91.4
	TEXAS	105,632	83.4	70,100	87.9	8,839	62.8	20,924	75.4	4,935	91.3
WRITING											
1989	TEXAS TECH	1,513	89.6	1,284	90.9	68	73.5	161	85.7		
	TEXAS	53,878	84.8	36,817	90.1	3,749	66.1	10,601	75.3		
1990	TEXAS TECH	2,375	87.9	1,560	93.5	191	72.3	501	79.2	90	75.6
	TEXAS	105,935	84.2	70,278	90.2	8,793	67.3	21,007	74.6	5,030	73.1
ALL SECTIONS ATTEMPTED											
1989	TEXAS TECH	1,511	84.2	1,282	86.2	68	58.8	161	78.9		
	TEXAS										
1990	TEXAS TECH	2,612	78.4	1,690	86.0	225	60.0	566	65.0	95	69.5
	TEXAS	109,916	74.3	72,314	81.7	9,310	51.1	22,186	61.9	5,236	68.1

1989 - 1991 Texas Tech Performance Summary by TASP Subtest

	Reading		Mathematics		Writing	
	Tested	% Passed	Tested	% Passed	Tested	% Passed
MAR 4, '89	448	97.1	451	92.2	458	88.9
JUN 10, '89	576	97.9	589	92.0	585	91.5
JUL 29, '89	555	95.7	565	89.9	557	89.2
SEP 30, '89	716	94.4	728	89.1	718	85.2
NOV 18, '89	1,787	92.4	1,797	87.8	1,791	86.5
TECH '89	4,082	94.5	4,130	89.4	4,109	87.6
TEXAS '89	53,895	91.9	54,023	84.6	53,878	84.8
FEB 24, '90	726	92.0	741	83.8	769	87.8
APR 28, '90	1,718	91.4	1,749	86.3	1,750	86.2
JUN 30, '90	1,967	91.5	2,017	86.9	2,015	82.5
SEP 22, '90	1,346	92.5	1,368	88.7	1,416	88.0
NOV 17, '90	2,751	90.9	2,809	85.9	2,836	86.8
TECH '90	8,508	91.5	8,684	86.1	8,785	86.0
TEXAS '90	104,755	90.3	105,632	83.4	105,935	84.2
JAN 5, '91	78	93.6	77	89.6	79	93.7
FEB 16, '91	1,264	91.9	1,279	86.1	1,305	89.0
APR 20, '91	1,997	90.7	2,064	84.5	2,049	89.5
JUN 15, '91						
TECH '91	3,339	91.2	3,420	85.2	3,433	89.4
TEXAS '91	16,813	87.3	105,632	83.4	105,935	84.2
ALL TECH	15,929	92.2	16,234	86.8	16,328	87.1

Data obtained from official score reports provided by National Evaluation Systems (NES) & the T.H.E.C.B.

fms-4, 5/23/91

Texas Tech University TASP Performance Summary (by sex, ethnic)

The table below summarizes the current TASP status of all students in our computerized student record system (162,904 total).

	Black			Hispanic			White			Other			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Test Taken	151	168	319	516	529	1,045	3,770	5,018	8,288	128	85	213	4,565	5,300	9,865
Test Passed	109	130	239	425	426	851	3,477	4,752	7,729	100	79	179	4,111	4,887	8,998
% Passed	*72.2*	*77.4*	*74.9*	*82.4*	*80.5*	*81.4*	*92.2*	*94.7*	*93.3*	*78.1*	*92.9*	*84.0*	*90.1*	*92.2*	*91.2*
EXEMPT*	1,588	1,412	3,000	3,743	3,004	6,747	52,294	47,900	100,194	5,819	5,014	10,833	63,444	57,330	120,774
Not Tested*	774	869	1,643	1,731	1,556	3,287	11,762	11,961	23,723	1,469	1,545	3,014	15,736	15,931	31,667
Failed (any)	42	38	80	91	103	194	293	266	559	28	6	34	454	413	867
- Reading	3	2	5	12	13	25	18	33	51	4	0	4	37	48	85
- Math	10	18	28	19	33	52	63	132	195	1	0	1	93	183	276
- Writing	14	6	20	29	17	46	134	42	176	11	1	12	188	66	254
- R & W	1	1	2	10	5	15	23	10	33	10	3	13	44	19	63
- R & M	2	3	5	4	5	9	13	16	29	0	1	1	19	25	44
- M & W	7	3	10	7	11	18	23	19	42	0	0	0	37	33	70
- R, W & M	5	5	10	13	16	29	19	14	33	2	1	3	39	36	75

* The bulk of students "exempt" and "not tested" were formerly admitted students coded based on recorded hours earned on September 1, 1989. The most recent semester ended with only 236 enrolled students who had not tested, of which only 66 had earned 9 or more semester credit hours (ineleigible to continue).

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